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AUTHOR Eason, Kenneth C.; And Others
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ABSTRACT

One of seven guides developed to assist vocational-technical institutions in conducting a systemized approach to local evaluation, this instructor perceptions guide presents a suggested methodology for conducting a needs assessment with institutional instructors. The matrix included in the guide depicts the factors and indicators assessed by the instructor and also includes the derivation of the sample instruments used in the assessment process. The guide is divided into four sections: (1) goals and objectives; (2) procedures for administration; (3) procedures for data analysis; and (4) model instruments and documents. All seven guides are a part of an assessment model developed by project LEAP (Local Educational Assessment Program) and are designed to assist the local institution in organizing and delivering an evaluation program that produces institutional, program, and individual improvement in the educational process. (BM)

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Local Educational Assessment Program

Guide 4
Instructor Perceptions

A Project Developed at
Athens Area Vocational-Technical School
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Kenneth C. Easom
Judh H. Hulsey
Judy L. Taylor
James W. Wilson

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INTRODUCTION

This guide is one of a series of seven that have been developed to assist vocational education institutions in conducting a systemized approach to local evaluation. This particular guide may be used independently or in conjunction with all or some of the other guides in the system.

The suggested material in this guide is designed to assist the local institution in organizing and developing an evaluation program that produces institutional, program, and individual improvement in the educational process. Each institution is encouraged to modify or adapt this material in order to meet its individual needs. This guide contains four sections: (1) Goals and Objectives; (2) Procedures for Administration; (3) Procedures for Data Analysis; and (4) Model Instruments and Documents.

The first section, Goals and Objectives, defines potential outcomes of this component of local evaluation. The second section, Procedures for Administration, provides a suggested step-by-step sequencing of tasks leading to the accomplishment of the objectives. The third section, Procedures for Data Analysis, presents a suggested method for organizing the information gained into usable data. The fourth section, Model Instruments and Documents, contains copies of instruments and documents that were developed and field tested as part of this project. Implementation of this guide has many potential outcomes beyond those given. Institutions may utilize data generated for other outcomes such as decision making and comprehensive planning.

Overview--Instructor Perceptions

The Instructor Perceptions Guide of Project LEAP provides for instructors to give their perceptions of the strengths and weaknesses of the following:

Program
Self (Instructor)
Student Personnel and Support Services
Coordinator of Instruction

The self-assessment instruments for instructors to assess their effectiveness as a teacher and their mastery of occupational competencies. Examples of competency listings for three programs are included as sample documents. Suggestions are given for development of competencies for all other occupational areas.

Procedures for administration, data utilization, instructor perception forms, and other sample documents are included. One copy each of the instructor perception questionnaires could serve as a tally instrument and composite report for those responses needing tallying.

I. Goal and Objectives

A. GOAL

To enable instructors to give their perceptions of the strengths and weaknesses of the program, Student Personnel and Support Services, Coordinator of Instruction, and their own individual performance.

B. OBJECTIVES

The objectives of this component of Project LEAP are to solicit instructor perceptions in helping to:

1. Provide for valid staff development activities designed to fulfill self-identified needs.

2. Identify needed occupational program improvements, in areas such as curriculum, resource materials physical facilities, and equipment.

3. Identify strengths and weaknesses of Student Personnel and Support Services as related to individual instructor and program needs.

4. Identify strengths and weaknesses of the Coordinator of Instruction as related to individual instructor, program, and institutional needs.

II. PROCEDURES FOR ADMINISTRATION

A. SELECTING INSTITUTIONAL REPRESENTATIVE

Prior to the commencement of any evaluation activities, the institution should designate an Institutional Representative to be in charge of administration of this evaluative component. It is recommended that the institutional representative be an administrator or supervisor, be familiar with and engaged in the day-to-day operation of the occupational programs and services, and be able to devote appropriate amounts of time to these responsibilities.

B. IDENTIFYING COMPONENTS OF INSTRUCTOR PERCEPTIONS

This aspect of Project LEAP is concerned with the instructor's assessment of the following:

1. Self (Instructor)
2. Occupational Program
3. Student Personnel and Support Services
4. Coordinator of Instruction

The instructor's perceptions of the strengths and weaknesses of the above factors were sufficient for the developer institution. Other institutions may need to include other factors to meet their needs.

C. ASSIGNING RESPONSIBILITIES TO INSTITUTIONAL PERSONNEL

The following activities are the responsibilities of and should be conducted by the following institutional personnel:

1. Institutional Representative

   a. Selects a faculty-administrative committee to review and modify instruments.

   b. Maintains master copies of assessment forms--Self, Program, Student Personnel and Support Services and Coordinator of Instruction.

   c. Duplicates sufficient quantities of forms--for use with all instructors.

   d. Distributes all assessment forms to instructors at appropriate times. Refer to the Flow Chart in this guide for implementation of this evaluative process. The forms should be accompanied by a memo (Sample Document 1) explaining the need for and importance of this information. The memo should designate a deadline return date and the name of the person to whom the completed forms should be returned.

2. Instructional Coordinator

   a. Orients instructors in a positive manner to this assessment process in order to gain their acceptance and cooperation.

   b. Receives the Instructor's completed Self- and Program assessment forms.

   c. Holds conferences with individual instructors, reviews and discusses self-assessment.

   d. Meets with program instructors as a group to discuss the program evaluation.

   e. Records identified instructor needs on Individual Needs Analysis Profiles and program needs on Program Needs Analysis Profiles.

3. Instructor

   a. Completes assessment forms--Self, Program, Student Personnel and Support Services, and Coordinator of Instruction. Returns these to appropriate persons as indicated on the memo attached to the forms at the time of issuance.

   b. Participates in conference with coordinator of instruction regarding self-needs.

   c. Participates in a group conference with Instructional Coordinator and all staff of the occupational program to discuss program needs.

4. Director or Director's Designate

   a. Receives assessment forms from instructors for Coordinator of Instruction and Student Personnel and Support Services.

   b. Holds conference with appropriate personnel concerning identified needs.

   c. Records identified needs on appropriate Needs Analysis Profiles.

D. EXPLAINING INSTRUMENTS

1. Self-Assessment (Sample Document 4)

Each instructor is asked to rate himself/herself. This assessment form identifies competencies related to individual instructor effectiveness and occupational competency.

Examples of occupational competencies in the areas of business education, automotive mechanics, and child development are included (Sample Document 7). The instructors should review competencies developed for their respective occupational field, assess themselves in light of how well these competencies are mastered, and make recommendations for self-improvement.

2. Program Evaluation (Sample Document 6)

Using data obtained from craft advisory board members and self-perceived weaknesses and strengths, each instructor evaluates components of the occupational program in which he/she teaches. (Sample Document 6)

3. Student Personnel and Support Services (Sample Document 3)

The instructors give their perceptions of the Student Personnel and Support Services to identify strengths and weaknesses as related to their individual needs and support of the total program.

This guide includes sample instructor perception questionnaires for Student Personnel and Support Services that include Admissions and Counseling, Registrar, Job Placement and Follow-up, Media Services, Instructional Materials Center, and Pre-Tech. Institutions with other services must develop instruments to meet the needs of that institution. Also, the sample instruments may need to be modified to meet local existing conditions.

4. Coordinator of Instruction (Sample Document 2)

Instructors give their perceptions of the strengths and weaknesses of their Coordinator. These perceptions provide data to the supervisory staff and the administration upon which decisions for need fulfillment and improvement activities can be based.

The instruments (Sample Documents 2,3,4,5,& 6) were designed to meet the needs of the developer institution. Other institutions may need to develop additional instruments for assessment of supervisory personnel not included in the sample documents of this guide.

III. Procedures for Data Analysis

A. TALLY INSTRUCTIONS

Instructor perceptions concerning the program, student personnel and Support Services, and Cooorinator of Instruction should be tallied for presentation of a "total"picture to the appropriate persons. One copy of each of the instructor perception questionnaires could serve as a tally instrument and composite report for those responses needing tallying.

Supervisory and Student Personnel and Support Services should be apprised of only conglomerate responses. Written comments should be typed verbatim with no identifying remarks. Many tally techniques could be utilized in collecting and presenting this information. For the purpose of the developer institution, hand tallying by a clerical process is sufficient.

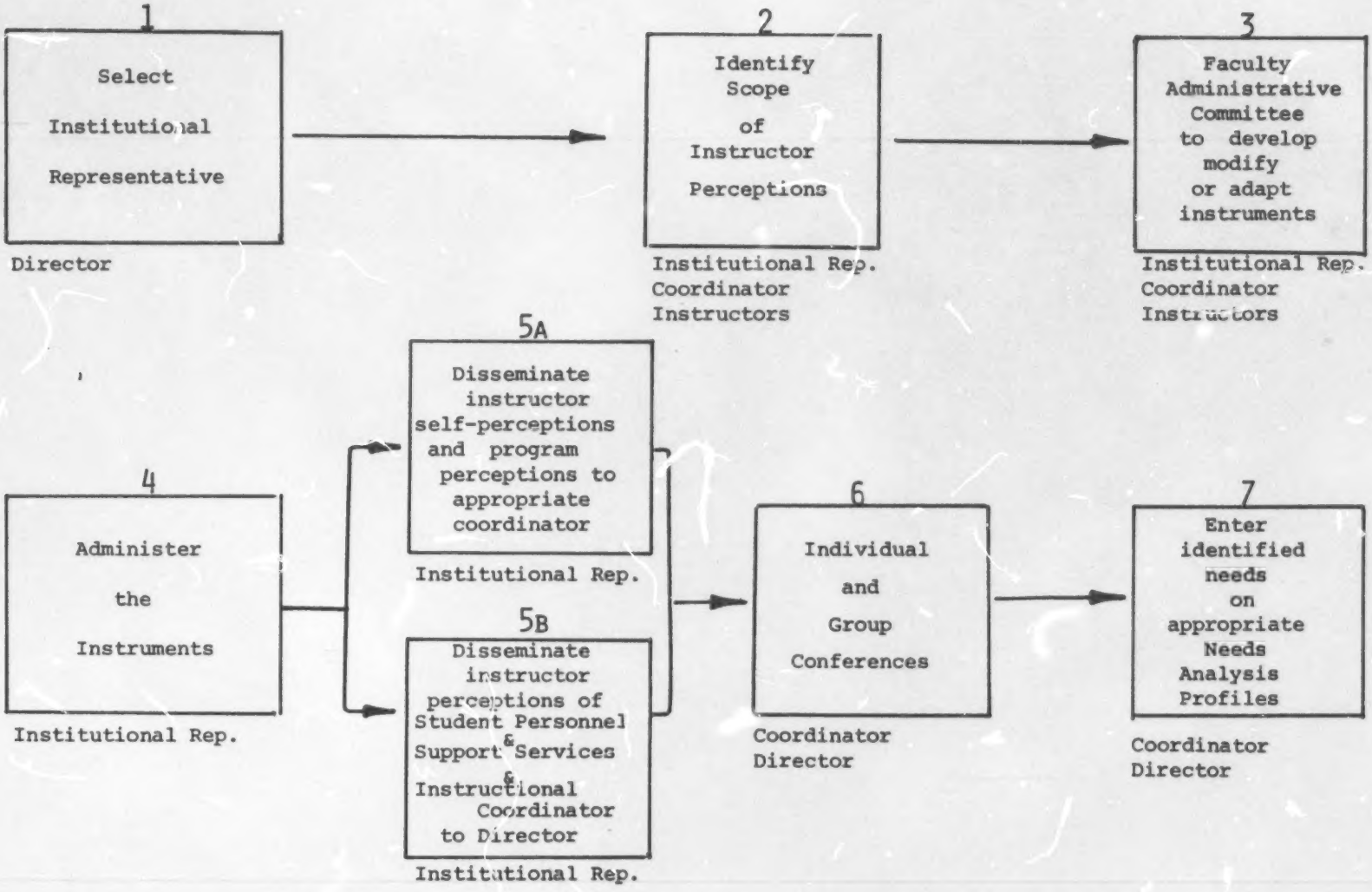
B. RECORDING ON NEEDS ANALYSIS PROFILES

Identified needs are recorded on the appropriate Needs Analysis Profiles by the institutional personnel designated under "Assigning Responsibilities to Institutional Personnel" in this manual.

DATA UTILIZATION

The primary purposes of this total evaluation model is (1) individual improvement, (2) program improvement, and (3) institutional improvement. In order for the data gained from the process in this manual to be meaningful, it must be utilized. It is extremely important that all concerned parties be informed of the results and the implications for improvement. It is recommended that the Introductory Manual be consulted for the model that has been developed to utilize this data for the above stated purposes.

Flow Chart Instructor Perceptions



SAMPLE DOCUMENTS

	Document Number
Sample Memorandum on Instructor Perceptions	1
Instructor Perception Questionnaire Coordinator of Instruction	2
Instructor Perception Questionnaire Student Personnel and Support Services	3
Instructor Perception Questionnaire Self-Assessment	4
Instructor Perception Questionnaire Self-Improvement Activities	5
Instructor Perception Questionnaire Program Evaluation	6
Development of Occupational Competencies	7

TO: All faculty

FROM:

DATE:

SUBJECT: Instructor Perceptions

The following Forms are designed to give you an opportunity to express your needs and perceptions as they relate to yourself and the Administrative, Supervisory, and Support Services provided to you. Your ratings and constructive comments will help provide better administration, supervision, and support that will assist you as you seek to do your job.

Your name is required only on this cover sheet for return identification purposes and on those forms that relate to you. It is not required that you sign the other forms where you rate other individuals. Leave blank any item not applicable to you.

Please turn these forms in to me by _____. Upon receipt, all forms will be separated to insure confidentiality of your ratings of other persons.

_____
(Your name)

Sample Document 2

INSTRUCTOR PERCEPTION QUESTIONNAIRE

COORDINATOR OF INSTRUCTION

Rating Scale

3--NEEDS VERY LITTLE IMPROVEMENT
2--NEEDS SOME IMPROVEMENT
1--NEEDS TO IMPROVE

Name of Coordinator: _____

Date: _____

The Instructional Coordinator	Needs very little improvement (3)	Needs some improvement (2)	Needs to improve (1)
A. Generic and Support considerations			
1. Is thoroughly familiar with school policies and procedures.			
2. Applies school policy and procedures equally to all.			
3. Provides the teacher with assistance in acquiring necessary materials, supplies, and equipment.			
4. Is available on a regular basis to assist instructors			
5. Demonstrates an ability to work through problem situations.			
6. Provides leadership by example.			
7. Is dedicated to making your instructional program as efficient as possible.			
8. Demonstrates interpersonal skills that result in productivity by.			
a. Seeking feedback and information.			
b. Diagnosing individual and group problems.			
c. Resolving conflicts.			
d. Utilizes effective interpersonal communication skills.			

	3	2	1
9. Demonstrates decision making skills by:			
a. Seeking related information from a variety of sources.			
b. Consulting with those whom the decision affects.			
c. Identifying alternative strategies and consequences.			
d. Selecting and implementing a strategy.			
10. Observes program operation and individual instructors on a regular basis so as to be in position to offer appropriate assistance.			
B. Curriculum and Instruction			
11. Is familiar with the objectives and curriculum of your program.			
12. Continuously emphasizes curriculum development and instructional improvement.			
13. Assists instructional personnel in:			
a. Writing goals and objectives			
b. Selecting content			
c. Selecting strategies			
d. Selecting materials			
e. Selecting student evaluation methods and procedures.			
14. Assists instructional personnel in developing strategies and skills in classroom management.			
15. Provides leadership and assistance in the improvement of teaching techniques employed by individual instructors.			
C. Professional Growth			
16. Works with the instructor to develop appropriate staff development plans that are designed to meet the identified needs.			
17. Participates in formal evaluations that identify the needs of individual instructors and their programs.			

	3	2	1
18. Makes individuals aware of the results of evaluation and needs assessments conducted on them and their program.			
19. Seeks and utilizes suggestions from staff for improvement.			

20. Please indicate below any constructive suggestions that will assist your coordinator to improve his/her assistance to you.

INSTRUCTOR PERCEPTIONS QUESTIONNAIRE

STUDENT PERSONNEL AND SUPPORT SERVICES

Rating Scale

3 -- NEEDS VERY LITTLE IMPROVEMENT
2 -- NEEDS SOME IMPROVEMENT
1 -- NEEDS TO IMPROVE

	Needs very little improvement	Needs some improvement	Needs to improve
	3	2	1
A. Admissions and Counseling			
1. Is thoroughly familiar with school policy and procedure.			
2. Applies policies and procedures equally to all personnel and programs.			
3. Is familiar with the curriculum, goals, and objectives of your program.			
4. Provides accurate information to students and prospective students about your program.			
5. Is available on a regular basis to you for counsel and assistance regarding student problems.			
6. Is effective in assisting you with problem situations.			
7. Provides appropriate feedback to you after counseling with student.			
8. Utilizes effective interpersonal communication skills.			
B. Registrar			
9. Maintains a student record system that provides for effective work with the students.			
10. Provides an orderly student registration system.			
11. Provides an effective system for receiving and processing student quarterly grades.			
12. Provides an effective system of reporting student attendance.			
13. Provides positive assistance to students in need of financial aid.			
14. Utilizes effective interpersonal communication skills.			

	3	2	1
C. Job Placement and Follow-up			
15. Effectively communicates the services offered through the job placement and follow-up office.			
16. Effectively assists you in the placement and follow-up of students.			
17. Provides feedback to you about results of placement effort.			
18. Utilizes effective interpersonal communication skills.			
D. Media Services			
19. Provides a full range of media services to assist the instructor.			
20. Is available to assist and consult with you on your media needs.			
21. Maintains an adequate inventory of media equipment for instructor use.			
22. Provides effective assistance when requested.			
23. Provides adequate space and equipment for instructors to produce media materials.			
24. Utilizes effective interpersonal communication skills.			
E. Instructional Materials Center			
25. Types, reproduces, and collates teacher tests and other instructional materials efficiently.			
26. Schedules work and produces within requested time limit.			
27. Produces work of good quality.			
28. Assists instructors in reproducing materials.			
29. Utilizes effective interpersonal communication skills.			
F. Pre-Tech			
30. Has effectively communicated the services available to you and to students.			
31. Students who have completed pre-tech generally have the same basic skills as other students			

3	2	1

32. Readily accepts your referrals of students for special help.

33. Provides meaningful help to students who are referred.

34. Provides assistance to help you work with disadvantaged or handicapped students in your program.

35. Utilizes effective interpersonal communication skills.

36. Please make any constructive comments that would improve these services to better meet your needs and the needs of the students.

INSTRUCTOR PERCEPTION QUESTIONNAIRE
SELF-ASSESSMENT

Instructor_____ Date_____

Program_____

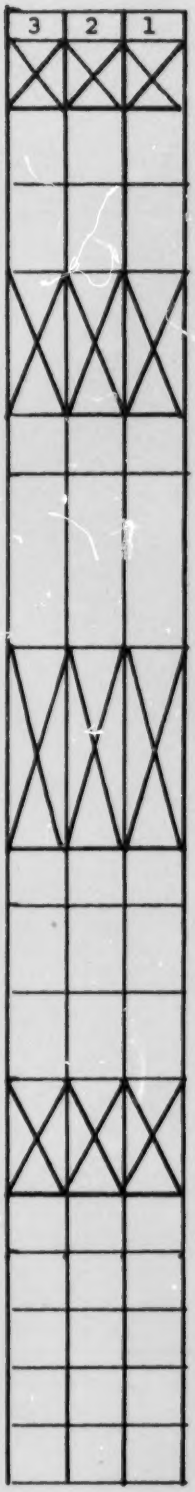
The following questionnaire is designed as a self-rating instrument to help you evaluate your effectiveness as a teacher. The competencies listed were developed by a faculty-administrative committee and are based on nationally recognized teacher competencies.

The comments and ratings you make on this form are strictly to help you identify your needs as a teacher, so that appropriate activities in staff development may be focused on those needs. None of the responses in this document will be used in your annual personnel evaluation for contract renewal. Please give this information your careful consideration.

Rating Scale

3--NEEDS VERY LITTLE IMPROVEMENT
2--NEEDS SOME IMPROVEMENT
1--NEEDS TO IMPROVE

	Needs very little improvement	Needs some improvement	Needs to improve
A. Personal Qualifications			
1. There should be effective interaction between the instructor and other professional staff. How would you rate your interaction with those listed below?			
a. Other instructors			
b. Your coordinator			
c. Associate Director for Instructor			
d. Associate Director for Student Personnel Services			
e. Director			
f. Media Specialist			
g. Coordinator of Special Needs Program			
h. Registrar			
i. Secretarial Staff			
j. Pre-Tech Staff			



2. An instructor should exert continuous effort toward improved performance. Rate yourself on the items below.

   a. Extent to which mental effort is applied to performance.

   b. Extent to which physical effort is applied to performance.

3. An instructor's appearance should meet the requirements of the school policy contained in the Instructor's Handbook. How would you rate yourself?
   Extent to which my appearance meets school policy.

4. In order to promote instructional continuity, instructors should be in attendance on a regular basis. How would you rate yourself?
   Extent to which my attendance affects the continuity of instruction.

B. Teaching Skills

1. There should be effective communication between the instructor and student. How would you rate yourself in the following areas of communication?

   a. I make students aware of their progress.

   b. I explain what is right or wrong about assignments or work.

   c. I assign learning activities to improve my students performance.

2. The instructor who applies variety to teaching methods uses many techniques to assist learning. Rate yourself as to the use of:

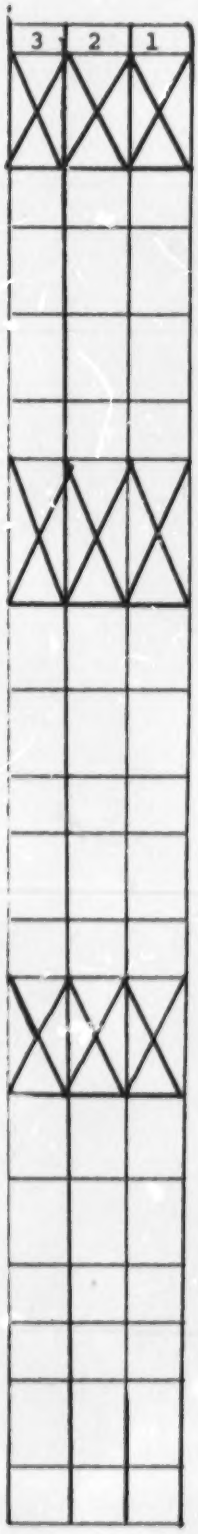
   a. Guest speakers

   b. Special class activities

   c. Field Trips

   d. Audio-visuals

   e. Printed hand-outs



3. Students' knowledge of their progress is of utmost importance in a learning situation. How would you rate yourself in the following areas?

   a. My grading procedures are clearly described.

   b. I clearly indicate what material tests will cover.

   c. Student tests are graded within a reasonable time.

   d. I review test results with my students.

4. Classes should begin and end at a scheduled time and the instructor should be present and available to assist students. How would you rate yourself in the following areas?

   a. My classes and laboratories begin at the scheduled time.

   b. My students are dismissed at the scheduled time.

   c. I am present when classes are in session.

   d. I am available to assist students when classes/ laboratories are in session.

   e. I use my planning time effectively.

5. Subject matter must be presented in an organized manner. How would you rate yourself in the following areas?

   a. Subject matter is presented in an order which helps students understand.

   b. I stay on subject or related material and do not waste class time on unrelated material.

   c. My assignments are clear and easily understood.

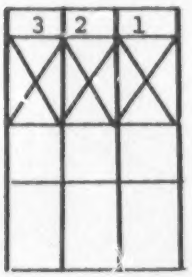
   d. I give enough time for completion of assignments.

   e. I am well prepared to conduct classes/ laboratories each day.

   f. I have a daily lesson plan and use it.

	3	2	1
6. The instructor should be fair when working with students. How would you rate yourself in the following areas?			
a. I give the grades earned.			
b. I give individuals a fair share of my time.			
c. I make class assignments which apply equally to all persons.			
7. Human relations are of extreme importance to the success of the program. Please rate the following concerning the human relations between you and your students.	X	X	X
a. I am considerate and tolerant of students opinions.			
b. I give personal attention to my students when needed.			
c. I am courteous toward students.			
d. I display self-control toward students.			
e. I give criticism in a courteous and helpful manner.			
f. I encourage students to ask questions.			
g. I respond to student questions in a considerate and courteous manner.			
h. I feel that my relationship with my students is not influenced by his/her particular race.			
i. I feel that my relationship with students is not influenced because they are male or female.			
j. I feel that my relationship with my students is not influenced because of his/her age.			
8. An efficient instructor processes paper work promptly and accurately. How do you rate yourself?	X	X	X
I submit required paper work and reports that are prompt and accurate.			
9. All staff, including instructors, should assist in job placement efforts. How do you rate yourself?	X	X	X
a. I assist the students in my program in finding jobs for which they are trained.			
b. I assist the job placement coordinator and other staff in the job placement effort.			

10. Instructors should maintain a positive relationship with related business and industry. How do you rate yourself in this area?



a. I have business and/or industrial representatives visit my program.

b. I visit business and/or industries that relate to my instructional program.

11. What changes could be instituted that would help you improve?

12. What additional resources could be provided to assist you in your work.

C. Occupational Knowledges and Skills

Identify below those occupational knowledges and skills that you feel you need to strengthen or improve upon. Also, list any new skills or techniques emerging in your occupational area with which you need to become familiar. In identifying these needs, it would be helpful for you to review the skill demands of your curriculum, or competency listings, such as VTECS, or NOBELS (Business Education), or other such lists. Please list in priority order.

1.
2.
3.
4.
5.

SELF-IMPROVEMENT ACTIVITIES

Instructor _____

Program _____ Year _____

Directions: Please list all staff development improvement activities in which you participated this past year, for example, courses, workshops, conferences, local and state staff development activities. This information will provide a record of what you have done and provide data for planning of your future Staff Development Activities.

Improvement Activity	Approximate Date

INSTRUCTOR PERCEPTION QUESTIONNAIRE

PROGRAM EVALUATION

Program: _____ Instructor _____

In the appropriate space below identify any needs by specific items of your Instructional Program that could be addressed through acquisition, modification, or staff development.

I. Curriculum Needs--(Unit modifications, additions, deletions)
II. Instructional Equipment Needs--(New occupational or audio-visual equipment or student or office furniture needed)
III. Learning Resource Needs--(Audio-visuals, Books, organizational systems, etc.)

IV. Physical Facility Needs--(Modifications of Classroom or Lab space)

V. Instructional Supply needs--(Major expenditures to individualize instruction or other supply needs not covered by regular budget)

VI. Other Program Needs

Development of Occupational Competencies

Examples of competency listings for Business Education, Automotive Mechanics, and Child Development are given for review and consideration by those instructors when completing their self-assessments. Competencies for other occupational areas need to be developed. These competencies identify specifics of occupational fields and serve as a guide or basis upon which the individual instructors can assess themselves and make recommendations.

Some suggested sources for reference in development of these competencies are as follows:

V-Tecs
Nobels
Position Descriptions from business or industry in the respective occupational areas
Curriculum guides
Advisory Board Members
Instructors
Administrative Personnel
Military
Department of Labor

Since the instructors will use these competencies as a basis for assessment, it is suggested that all instructors have an opportunity to review these competencies developed for their respective occupational fields before the competencies are adopted.

COMPETENCIES FOR AUTOMOTIVE MECHANICS INSTRUCTORS
(Compiled from V-Tecs)

I. EVALUATING AND INSPECTING--Inspect and test windshield wiper motors, blades, and arms

II. PERFORMING ENGINE OVERHAUL ACTIVITIES

A. Adjust valves
B. Steam clean engines
C. Clean engine parts and check for condition
D. Diagnose valve train and head malfunctions
E. Disassemble engine
F. Fit piston pins
G. Grind valves
H. Replace crankshaft and main bearings; inspect and correct bearing fit; Inspect crankshaft and connecting rod assembly
I. Inspect exhaust system
J. Inspect head for warp
K. Replace exhaust manifolds
L. Perform cylinder compression test
M. Perform cylinder balance test
N. Perform cylinder leakage test
O. Perform operational inspections of positive crankcase ventilation system
P. Perform operational inspections of the engine lubrication systems
Q. Remove engine from vehicle
R. Replace connecting rods and bearings
S. Replace connecting rods and bearings
T. Replace engine mounts
U. Replace flywheel and flywheel ring gear
V. Replace camshaft. Replace camshaft bearings. Replace timing gears and chains. Replace gaskets and seals. Replace valve lifters.
W. Replace muffler
X. Remove and replace oil pump
Y. Remove and replace oil pans
Z. Replace pistons. Replace piston rings. Replace gaskets and seals
AA. Replace tailpipe assemblies
BB. Replace valves. Replace valve guides. Replace valve seals. Resurface valve seals. Service rocker arm assembly.

III. MAINTAINING AND REPAIRING POWER TRAINS

A. Adjust external shift linkage on manual transmission
B. Adjust clutch
C. Analyze and repair electrical control circuit and components for overdrive unit
D. Diagnose differential malfunctions
E. Inspect drive shaft, U-joints, and center bearings
F. Lubricate or replace speedometer cable and housing
G. Lubricate universal joints
H. Rebuild overdrive unit
I. Rebuild manual transmission
J. Repair hydraulic-type clutch
K. Repair or replace differential
L. Replace spider gears
M. Replace universal joints
N. Repair, replace, or adjust front drive axle assemblies
O. Replace mechanical type clutch
P. Replace manual transmission
Q. Replace manual transmission rear seal, gasket and bushing
P. Replace pinion seal
R. Replace pilot bearing
S. Replace rear axle shaft, bearing and seal
T. Replace speedometer drive gear
U. Replace clutch release bearings
V. Replace transmission mounts
W. Test manual transmission operation

IV. MAINTAINING AND REPAIRING AUTOMATIC TRANSMISSIONS

A. Adjust floor linkage
B. Adjust column-type linkage
C. Adjust linkage from engine to automatic transmission
D. Clean and visually inspect transmission
E. Diagnose, replace or adjust modulators
F. Inspect and repair transmission cooling systems
G. Inspect, remove and replace converter
H. Inspect and replace front pump, seal, and bushings
I. Install automatic transmission cooler
J. Make band adjustments (internal or external)
K. Overhaul automatic transmission
L. Perform operational tests on automatic transmission
M. Remove and install automatic transmission
N. Replace external seals, gaskets, and lines on automatic transmissions
O. Replace or adjust neutral safety switch
P. Service filter

V. MAINTAINING AND REPAIRING ELECTRICAL SYSTEMS

A. Adjust headlights
B. Adjust backup light switches
C. Analyze or adjust engine performance using engine analyzer
D. Analyze cause of electrical fires
E. Analyze malfunctions in the cranking system
F. Clean, gap and test spark plugs
G. Evaluate alternator/generator and regulator output
H. Inspect secondary circuit lead wires, distributor cap and rotor. Measure resistance in secondary wires.
I. Inspect ignition switch, resistor, wiring, and coil of the primary circuit
J. Inspect points and condenser of the primary circuit
K. Locate and repair shorts and open circuits in wiring
L. Overhaul distributors
M. Perform operational inspection of lighting systems
N. Repair or replace charging system regulators
O. Repair generators or alternators
P. Repair or replace fuse box assembly
Q. Repair or replace lighting system components
R. Replace selenoids
S. Repair starters
T. Repair windshield wiper mechanisms and controls
U. Replace and adjust distributors
V. Replace chasis and underhood wiring
W. Replace coil of the primary circuit
X. Replace flasher units
Y. Replace generators and alternators
Z. Replace ignition switch and resistor
AA. Replace points and condensor
BB. Replace starter
CC. Service or replace batteries, cables, and battery box
DD. Set ignition timing
EE. Strobe distributor, and modify or correct advance curves
FF. Test and repair cruise control units
GG. Test and repair dash units
HH. Test and repair transistor ignition system

VI. MAINTAINING AND REPAIRING FUEL SYSTEMS

A. Analyze for moisture or foreign particle level in fuel system
B. Clean carburetor
C. Clean or replace fuel filter
D. Inspect, clean and adjust choke unit (automatic and manual)

E. Inspect, service or replace carbuetor air cleaner
F. Replace gas tank sending unit
G. Install carburetor
H. Measure fuel flow and pressure
I. Perform operational inspections of exhaust emission control system
J. Perform operational inspections of evaporative emission control system
K. Remove and replace fuel pump
L. Repair or replace fuel lines and hoses
M. Repair or service carburetors
N. Service or repair manifold heat controls

VII. MAINTAINING AND REAPIRING COOLING SYSTEMS

A. Check coolant freezing point
B. Check coolant temperature
C. Check overflow tank
D. Chemically clean and flush the cooling system
E. Inspect, adjust, or replace fan belts
F. Perform chemical test on cooling system
G. Pressure test cooling system
H. Remove and replace radiators
I. Replace core plugs (freeze plugs)
J. Replace heater hoses
K. Replace radiator hoses
L. Replace variable speed fan
M. Replace heater pump
N. Solder minor leaks in radiator
O. Test and replace thermostat

VIII. MAINTAINING AND REPAIRING STANDARD AND POWER STEERING UNITS

A. Adjust worm and sector in steering gear
B. Check manual steering gear fluid level
C. Replace steering spindles
D. Inspect steering gear
E. Inspect steering linkage
F. Lubricate steering gear and linkage
G. Adjust and rebuild power steering units. Check power steering fluid level
H. Rebuild power steering units
I. Rebuild power steering pumps
J. Replace collapsible mast jackets (steering column)
K. Repair tilt and telescoping steering wheel
L. Replace manual steering gear components
M. Replace power sterring components
N. Replace power steering pumps
O. Replace belts and adjust tension
P. Replace filter in power steering

IX. MAINTAINING AND REPAIRING BRAKING SYSTEMS

A. Arc grind brake shoes
B. Adjust brakes
C. Adjust parking brake linkage
D. Adjust hand brake external band
E. Bleed hydraulic brakes
F. Free-up parking brake cables
G. Inspect and replace brake pads (disc brakes)
H. Inspect and turn rotor (disc brakes)
I. Inspect and refinish brake drums
J. Inspect and adjust self-adjusters
K. Perform operational brake inspection
L. Recondition brake plates
M. Reline brake shoes
N. Repair disc brake calipers
O. Repair master cylinder
P. Rebuild brake power units
Q. Repair self-adjusters
R. Repair wheel cylinder
S. Replace brake hoses and lines. Replace hydraulic lines and fittings
T. Replace brake shoes
U. Replace hydraulic control valves
V. Replace hydraulic brake power units
W. Replace hydraulic power cylinders
X. Replace master cylinder
Y. Replace wheel cylinder
Z. Replace parking break linkage
AA. Replace hand brake external band

X. MAINTAINING AND REAPIRING FRONT ENDS

A. Adjust or replace torsion bars
B. Adjust and repack front wheel bearings
C. Adjust front wheel bearings. Inspect wheel bearings
D. Balance wheels and tires
E. Check and align front end
F. Inspect and replace steering damper
G. Inspect and repair front suspension systems
H. Lubricate ball joints
I. Lubricate the front and rear suspension
J. Perform visual inspection of the suspension systems
K. Rebush king pins or link bars
L. Repair rear suspension systems
M. Replace ball joints
N. Replace front wheel bearing grease seal
O. Replace front suspension control arms and bushings
P. Replace rear suspension systems
Q. Replace shock absorbers and mounts

IX. MAINTAINING AND REPAIRING AUTOMOBILE AIR CONDITIONERS

A. Diagnose air conditioning malfunctions
B. Evacuate air conditioning systems
C. Inspect and recharge system with refrigerant
D. Install air conditioners in vehicles
E. Pressure test and leak test system
F. Repair air conditioning compressor
G. Repair air conditioning and heating systems
H. Repair electrical circuits
J. Replace air conditioning compressor
K. Replace condensor in air conditioning unit
L. Replace compression seals.
M. Replace air conditioner fan motor
N. Replace evaporator in air conditioning units
O. Replace drier in air conditioning units
P. Replace expansion valve in air conditioning units
Q. Replace evaporator control valve or diaphragm
R. Service air conditioner control cables

X. MAINTAINING AND REPAIRING AUTOMOBILE HEATERS

A. Diagnose heating system malfunctions
B. Replace defroster hose
C. Replace heater control units
D. Remove and replace heater core
E. Repair heater core
F. Service heater control components

COMPETENCIES FOR A BUSINESS EDUCATION INSTRUCTOR
(Compiled from V-Techs)

I. ORGANIZING AND PLANNING

A. Determine requirements and layout for office furnishing
B. Determine requirements for the utilization of equipment and supplies
C. Plan layout and makeup of materials to be printed such as forms, catalogs, promotional materials
D. Plan work for yourself

II. SUPERVISING AND IMPLEMENTING

A. Prepare accident report
B. Prepare requisitions
C. Plan and schedule work assignments and priorities
D. Assign work to others
E. Evaluate work of others
F. Train other clerical workers

III. COORDINATING AND PERFORMING ACTIVITIES FOR EMPLOYER

A. Prepare a day's schedule for employer
B. Schedule employer's trips
C. Prepare employer's business expense statements

IV. INSPECTING AND EVALUATING

A. Decide on least expensive and most desirable way to communicate
B. Update filing system
C. Edit and review correspondence and reports
D. Inspect, verify, and correct data
E. Inspect material received for completeness and damage

V. MAINTAINING FILES AND LIBRARY

A. Clip and collect magazine or newspaper articles pertaining to a designated subject
B. Establish a filing system
C. File materials alphabetically
D. File materials numerically
E. File materials geographically
F. File materials by subject
G. Retrieve materials from files

H. Cross-reference documents
I. Keep tickler or follow-up files of various kinds

VI. PERFORMING BOOKKEEPING AND ACCOUNTING ACTIVITIES

A. Keep payroll records and write payroll checks
B. Collect outstanding debts
C. Compute gross pay
D. Compute balance column amount in ledger accounts
E. Keep petty cash account
F. Post directly to ledger from invoices, credit memos, or checks
G. Post (transfer) entries from journals to ledger

H. Prepare Federal tax deposits
I. Prepare employer's quarterly federal tax return
J. Prepare state unemployment tax return
K. Process accounts payable invoices
L. Reconcile bank statement
M. Record cash register or cash box totals from tapes or cash proof forms

VII. PERFORMING CLERICAL ACTIVITIES

A. Clean and oil office equipment
B. Endorse checks
C. Receive and process requisitions
D. Take sales orders in person
E. Provide information from maps/atlas
F. Complete invoices

VIII. PERFORMING COMPUTATIONAL CLERICAL ACTIVITIES

A. Complete monthly statements for customers from invoices
B. Complete monthly statements for customers from ledger sheets
C. Prepare vouchers
D. Pay vouchers
E. Compute cash discounts
F. Compute extensions
G. Deposit checks or cash in bank or cashier's office
H. Write checks
I. Keypunch data
J. Take inventory

IX. PERFORMING MAIL ACTIVITIES

A. Process outgoing mail (other than bulk mail).
B. Process outgoing bulk mail
C. Process incoming mail
D. Forward mail
E. Handle specialized mail
F. Keep postage meter record
G. Place postage on outgoing mail, using postage meter
H. Place postage on metered reply mail, using postage meter
I. Prepare parcels for mailing
J. Locate zip codes

X. PERFORMING RECEPTIONIST ACTIVITIES

A. Greet callers and visitors
B. Answer the telephone
C. Place telephone calls

XI PERFORMING STENOGRAPHIC ACTIVITIES AND TYPEWRITING ACTIVITIES

A. Take and prepare minutes of meetings
B. Take and transcribe shorthand dictation
C. Transcribe from recorded media
D. Type pre-printed business forms
E. Type addresses on envelopes
F. Type tabular materials, such as tables, columns, or rows of figures
G. Type and correct offset masters
H. Type and correct spirit masters
I. Type and correct stencils
J. Type business letters
K. Type labels (file folder and mailing)
L. Type manuscripts
M. Type memoranda (interoffice)
N. Type postal cards
O. Type with justified right margins

COMPETENCES FOR CHILD CARE INSTRUCTOR
(Compiled from V-Techs)

I. PLANNING ACTIVITIES OR PROGRAMS

A. Plan art activities
B. Plan dramatic play activities
C. Plan free-choice play activities
D. Plan manipulative play such as puzzles and woodblocks
E. Plan monthly activities
F. Plan music activities
G. Plan nature science activities
H. Plan outdoor play activities
I. Plan special activities such as field trips, resource persons, holiday celebration and parties
J. Plan food preparation activities
K. Plan story time
L. Plan for child development equipment and supplies

II. PERFORMING CHILD GUIDANCE ACTIVITIES

A. Organize and guide art activities
B. Organize and guide dramatic play activities
C. Organize and guide free-choice play activities
D. Organize and guide manipulative play activities
E. Supervise special activities such as parties, field trips, resource persons, and holiday celebrations.
F. Organize and guide story time
G. Guide rest period
H. Implement procedures in case of illness, accident or a disaster such as fire, tornado, hurricane, flood, or earthquake
I. Supervise snack and/or mealtime activities
J. Supervise care of teeth
K. Supervise routine bathroom activities

III. PERFORMING FOOD SERVICE ACTIVITIES

A. Set and clear table
B. Inventory and store food and supplies
C. Inventory and store food supplies
D. Prepare meals and snacks
E. Purchase food
F. Serve food
G. Wash and store dishes, glassware, silverware and utensils

IV. PERFORMING HOUSEKEEPING ACTIVITIES

A. Supervise the care of pets and plants

B. Check toys for safety and repairs
C. Prepare laundry for pick-up
D. Launder items such as linens, doll clothing and dress-up clothing
E. Maintain furnishings, equipment and supplies
F. Clean child-care center

V. PERFORMING CLERICAL ACTIVITIES

A. Inform parents of a child's emergency or illness, a child's progress, a child's behavior, activities of the center, rules and routines of the center or help available from community agencies
B. Maintain furnishings, equipment and supplies
C. Maintain children's records reflecting attendance, development, and transportation
D. Prepare reports
E. Perform receptionist duties
F. Inventory equipment and supplies
G. Requisition equipment and supplies